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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Speaking

###### a. The Concept of Speaking

Speaking is a key of communication. People communicate the language in two ways, speaking and writing. Speaking is simpler to be done and understood. So, speaking plays a very important role in the human communication.

Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the most four skills. Speaking is the way in which the speakers can share the ideas by using verbal communication to make the listener understand about the speakers say. In communication, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Various definition of speaking have been given by many theorists. Brown (2003, p.140) stated that speaking is a productive skills that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skills, which necessarily compromises the reliability and validity of an oral production test. It consists of producing

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systematic verbal utterances to convey meaning. It is the capability of someone to communicate orally with others.

In addition, Cameron, 2004 (in Wahyudi, 2016, p.3) says “speaking is the active use of language to express meanings, so that other people can make sense of them”. Thus, in speaking, people give a message to the other person that is well understood. Speaking is an interactive process of constructing meaning that involves producing and processing the information (Brown, 2001, p.140). It means that speaking requires learners not only know how to produce a specific aspects of language, but also have to understand when, why and what ways to produce language. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

**b. Speaking Ability**

Littlewood (1981, p.1) states that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

According to Hasibuan and Ansyari (2007, p.101) speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, and vocabulary), function (transaction and interaction), social cultural rules and norms (turn-taking, rate of

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speech, length of pauses) between speakers and relative rules of participant. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Brown (2003, p.141) also mentions that number of features that interact to make speaking is as challenging language skill as it. Based on the statement above, the researcher concludes that speaking ability is the state of being able to do something, or the level of skill at doing something. It means that the ability of the person to share the information to the other. The speaking ability in this study means the ability of students to share the materials to their friends in and out of the classroom.

Brown (2003, p.139) said that there are five components of speaking. First is Pronunciation, to make our communication with interlocutor good it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages. So, pronunciation as a skill includes both recognition and production. The second component of speaking is Grammar. Grammar is the one of language components. Using the correct grammar makes someone know the real meaning of the sentences. By using the correct grammar, the listener will know when the action happens, where action takes place, who is audience, who is the speaker, etc. The third component of speaking is Vocabulary, vocabulary plays the important role in speaking. It is an element that links the four skills of language like listening, speaking,

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reading, and writing all together. Vocabulary is one of the most aspects of the foreign language learning without vocabulary, we can not communicate effectively. The other component of speaking is Fluency. In speaking, fluency makes us easy to understand the meaning. So, fluency is the one of the important thing that the people need to be good in speaking. The last component of speaking is Comprehension. In comprehension the speaker and the listener have to understand what the intended meaning of the speaker is when he or she says something.

So, based on the experts' explanation above, the researcher concludes that speaking ability is one ability which the person can share the information to others. It involves the component of speaking, itself such as; pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher takes all as indicator of the research.

#### c. Teaching Speaking

Teaching speaking is one of the concerns by anyone who is charge of teaching English. Many questions of how make the learners initiate and develop self-esteem, how to use appropriate language, and how to negotiate or interact conversationally, may continually appear. Brown and Nation, 1997 (in Wahyudi, 2016, p.4) states that the goal of teaching speaking skill is communicative efficiency. In teaching speaking, teacher has to emphasize on the efficiency of oral communication so that the use of the language works well rather than the usage of the language.

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The purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. To support this idea, Hughes (1989, p.113) mentions, objective of teaching spoken language is the development of the ability to interact successfully in that language, and that involves comprehensions as well as production. In other words, teaching speaking aims to enhance the capability of interaction in comprehending and producing the language. The success of a teacher can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not.

Based on Nunan (2003, p.54-56) there are five principles for teaching speaking, they are :

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate . In other words, the students are using any and all the target language at their command to perform some kinds of oral task (Harmer, 1998, p.87). Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to

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get meaning across, to be able to communicate some referential meaning in the target language.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible.

**d. Assessing Speaking**

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Hughes (1989, p. 110) says that there are five components that should be considered in giving students speaking ability score in assessing speaking. They are accent, grammar, vocabulary, fluency, and comprehension. Each component has function to examine the mastery of students' speaking. They are :

- 1) Accent is concerned with how the students pronounce the words in a correct of pronunciation.
- 2) Grammar is concerned with the students error of using the grammar or pattern that causes misunderstanding.
- 3) Vocabulary is concerned with students' ability in selecting a word and applying the accurate situation.
- 4) Fluency indicates students' speed in speaking.
- 5) The last, comprehension is concerned with the students' understanding about the type of conversation, speech topic, and its style.

Then, Brown (2003, p.140) states that “there are five prespective components of speaking skill consist of grammar, vocabulary,

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comprehension, fluency, and pronunciation”. Each indicator has function to examine the mastery of students’ speaking ability. They are :

- 1) Grammar shows how far the students are able to string the words orderly in order to form meaningful sentences following a set of rules.
- 2) Vocabulary that functions to measure how well the students can acquire the target language words and use those words meaningfully and appropriately in the target language communication.
- 3) Comprehension evaluates how far the students are able to understand the target language and give the feedback into conversation to express and to explain some information by using the target language appropriately a completely.
- 4) Pronunciation that functions to examine whether the students can use their speech articulator correctly and produce desire intonation or close pronunciation to native speaker
- 5) Fluency examines whether the students can speak quickly and fluently without any pause like they talk in their mother tongue language.

Based on some of the experts’ explanation above, it can be discussed that Hughes (1989, p.111) says that accent is one of components of speaking test, and Brown (2003, p.140) says that pronunciation is one of the components of speaking test. However, the researcher has opinion that pronunciation and accent are similar. Therefore, the researcher concludes that components of the speaking test include in this research are pronunciation, grammar, vocabulary, fluency, and comprehension.

Related to explanation above, in this research the researcher use an oral presentation test as the way to assess students’ speaking ability. The researcher asks the students to presentation related to the topic. The researcher uses components of speaking as speaking test indicators which are explained by Brown (2003, p.140). The reason why the researcher

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tends to use this kind of oral test because it is easier to be used in the classroom and the components of speaking test are complete and more detail. By using this scoring, the teacher can assign the rating that most closely fits to the students' performance.

## 2. One Word Story Game

### a. The Concept of One Word Story Game

Learning a new language should be fun, interactive and exiting. The use of games in a learning environment not only changes the dynamic of the class but also helps the brain to learn more effectively. Oxford (1990, p. 232) stated the informal observations show that learners become very involved in the games. Students communicate with each other more naturally and use a wider variety of cognitive, metacognitive, affective, compensation, and social strategies in the games than in traditional classroom activities. Game is an activity that can involve all learners to active, fun, and enjoyable in learning English process. One of the games that can involve all learners to active and fun is "One Word Story Game".

Budden (2011, p.1) states that One Word Story Game is a simple activity where each student adds a word to create a group story. Despite the simplicity it can be really challenging to use it in higher level. This group activity is great practice for creative collaboration. Each player must respect and grow the group story as it comes out rather than trying to force the story into a direction created in his or her

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individual mind. So, this game is effective for the beginner or intermediate because this game is so easy. In one word story game, the students is ask for think a word to pronounce in front of their friends until become a story.

Naranjo (2015, p.1) states that one word story game is a very simple game where a few people take turns, going around to make a sentence. Each person adds one word, until the sentence is complete. This activity actually pretty fun if play with the right people. Moreover, Rohmah, 2012 (in Marzuki et al, 2016, p. 19) stated that the single word story is applied by asking learners to contribute word by word to construct the story. This means that a learner is expected to say a single word that is appropriate to keep the story continues. If every learners has contributed a word in the story while the story still in progress, the activity will still continue by turning to the first learner to continue the story then followed by the next learner until the story complete.

Wahyudi (2016, p. 67) stated that one word story is a word given by teacher to student to create a story, in wich each student adds a word to continue the given word to form sentences. This game became one of games that can used to build the spontanity in students speaking because when the teacher ask the students to do one words story, the students need to think quickly about the word that will

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pronounce, its need vocabulary mastery skill because if didn't have it, the game can't trough well.

Moreover, Wahyudi (2016, p.68) states that there are some advantages of one word story game, such as students think quickly by giving a word orally, students are creative to form sentences in order to create a story, students improve his/her grammar in spoken language, improve their speaking fluency and enjoy doing this activity. It can be concluded that the advantages of one word story game give positive change in students' speaking ability because the students need to speak spontaneously when doing this activity. Then, one word story game also motivate the students to be active in the classroom, while it also need the theacher enthusiasms to motivate their students to improve their speaking.

#### **b. Teaching Speaking Through One Word Story Game**

Speaking is the key of communication and interaction with other people. So, in speaking some students still have problem like error grammar, error pronunciation especially in Vocational High School. They have lack vocabulary and not confidence in front their friends even though in theirselves. Game is one of the media that make the students comfortable. Besides, the use of games in the classroom has many advantages. According to Carrier, 1980 (in Sanchez, 2007, p.6) some of them are:

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- a. Game give variety of tools to facilitate the teaching-learning process;
- b. Game are flexible;
- c. Game raise the students motivations in such a way that students enjoy their learning so much that they may not realize they are doing so.

From the explanation above, its clear in teaching speaking, strategy and technique help the teacher to makes the students are comfortable in learning process. technique and strategy in teaching speaking are various, one of them is using game in the classroom, because using game in the classroom has many advantages for the teacher, also the students.

One word story game is able to generate ideas and speak in order moving from one student to the next. Budden (2011, p.1) states that one word story game is a simple activity where each student adds a word to create a group story. Despite the simplicity it can be really challenging to use it in higher level. This group activity is great practice for creative collaboration. Each player must respect and grow the group story as it comes out rather than trying to force the story into a direction created in his or her individual. It is provided by the teacher to help the students to use an appropriate vocabulary and improve speaking fluency in term of spontaneity. Each participant of this game takes a turn to play the game.

There are steps to play “One word story” game according to Budden (2011, p. 1) :

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1. Students should be in a circle (if this isn't possible make it clear they know who they are going to follow on from).
2. The teacher can begin by saying the first word and each student adds the next word.
3. The stories can develop in any number of ways.
4. The teacher need to provide punctuation and decide that the sentence should end and a new one should begin.
5. All students have to concentrate and listen carefully to be able to continue the story coherently.

**3. Descriptive Story****a. The Definition of Descriptive Stroy**

Descriptive stroy is the clear description of people, places and objects. Descriptive story is a kind of story with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, places or others, for instance: our pets or a person we know well. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the speaker sees, hears, smells, touches, and tastes.

Description is tell about characteristic features of a particular thing. According to Oshima et al (p.48) description is telling about how something (or someone) looks and uses space order. Hogue

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(2008, p.94) said that descriptions are “word pictures”. You tell how something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can tell a good word picture. McCarthy (1998, p.5) states that descriptive story is that domain of story that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words. Based on the statements above, it can be concluded that a descriptive story should be concrete and detail, so the listeners know and understand what the speaker is telling about.

#### b. The Generic Structures of Descriptive Story

There are three materials that students need to master while study descriptive text based on 2013 curriculum, there are describe particular people, place, and thing. When describing particular people, the students should know the person personally or at least they know each other because, the students can describe the internal characteristics or physical characteristics of the person and can make the other people feel closer and know the person that speaker describe. It is also work when describing place and thing.

Moreover, the generic structure of a descriptive story are:

##### 1. Identification

This part introduce the subject matter that writer will write about, whether it is particular people, place, or thing.

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## 2. Description

After being identified and introduced, then in this part the particular people, place and thing will be describing clearly. In the description, there are many adjective words that explain the characteristics, qualities, shape, sound, or feel of the subject matter (particular people, place, and thing).

The language features of describing something are :

### 1. Uses simple present tense

Simple present tense tell the factual and reality of something. It is used to describe general action, event and states when we have no reason to think of them as being in any way temporary or limited in time. Simple present tense also used to repeat the event that occur every day and general facts.

### 2. Uses adjective

Adjectives are often called descriptive word because they provide information about the qualities of something described in a noun phrase or a noun clause. In descriptive story, there are many adjective that will be used. It is because writer will describe the subject matter clearly. Adjective will describe the characters of the subject or object matter, whether it is physical character or quality of the subject matter, shape, sound, taste.

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## B. Relevant Research

This research has relevance with other research. There are several relevant researches which have relevancy to the research. Some of them are :

1. The first study was conducted by Fitriani (2016). Her research entitled: “The Effect of Using Word Chain Game on Students’ Speaking Ability at Vocational High School of Kansai Pekanbaru”. After the several process of data analysis, the writers conclude that the data analysis, where the average students score was 50.00 and mode score 54.00. Most of the students got score upper than the mean score obtained 50.00. The research design is quasi experiment research. Meanwhile, from the data description of students post test score in control class, it is found that the students of Vocational High School Kansai Pekanbaru commonly in low-average level, there are still many students in average and borderline level. Based on her research findings, she found that there is significant effect of using word chain game on students’ speaking ability at Vocational High School Kansai Pekanbaru. It means  $H_a$  was accepted and  $H_o$  was rejected.
2. The second research was conducted by Fitriyaty Abbas (2010). Her research entitled: “The Effectiveness of Using Word Chain Game to Increase Students’ Vocabulary Mastery at The Second Year of SLTPN 20 Pekanbaru”. The research design is quasi experiment research. based on her research findings, she found that there is significant effect of using word chain game can increase students’ vocabulary mastery of students at SLTPN 20 Pekanbaru. It indicated the effect of word chain game on

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students' vocabulary was 0.60 (60%). It means that the calculated of the eta squared = 0.60, was classified as large effect. It means that  $H_a$  was accepted and  $H_o$  was rejected.

Based on explanation above, two researchers found the positive effect of using one word chain game for students' speaking ability and students vocabulary mastery. In this research, the researcher tries to find out the effect of using one word story to increase students' speaking ability. Is there positive effect of using one word story on students' speaking ability or not.

**C. Operational Concept**

The operational concept was used to avoid misunderstanding and misinterpreting in scientific study. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. Actually, there are two variables in this research. They are variable X and Y. Variable X is as independent variable (One Word Story Game), and variable Y is dependent variable (Speaking Ability).

The indicators of Variable X are as follows :

1. Teacher asks the students to make a circle (if this isn't possible make it clear they know who they are going to follow on form).
2. The teacher gives a first word to students to start utterances.  
Example : Teacher says a word "Monas"
3. Each student adds a word to create a story about describing things.

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Example :

Teacher : Monas

Student one : is

Student two : located

Student three : in

Student four : Central

Student five : Jakarta

4. The teacher provide punctuation and decide that the sentence should end and then the teacher gives one more word if the story is complete.

Example :

Teacher says “Full stop, new sentence”

Example : Teacher : This

5. Teacher continues the activity in order that all of the students in the classroom get his/her turn.

Example :

Teacher : This

Student six :building

Student seven : was

Student eight :built

Student nine : in

Student ten :1961

Etc, until the last students.

6. The teacher have to make sure all of the students are concentrate and listen carefully to be able to continue the story coherently.

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7. If the story complete, the teacher ask the students to repeat the story together.

Then, the indicators of Variable Y can be seen as follows :

- a. Students are able to pronounce the words correctly.
- b. Students are able to speak grammatically.
- c. Students are able to use appropriate vocabulary.
- d. Students are able to speak fluently.
- e. Students are able to comprehend the idea based on the topic.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present some assumption as follows :

- a. Students' speaking ability is various
- b. The response of students toward the One Word Story Game is various.

##### **2. The Hypothesis**

Based on the assumption above, the researcher has two hypotheses as follows :

- a.  $H_a$  (alternative hypothesis): There is a significant effect of the use one word story game on students' speaking ability
- b.  $H_o$  (null hypothesis): There is no significant effect of the use one word story game on students' speaking ability